

PERIODIC REVIEW OF POST- EXPERIENCE POSTGRADUATE PROGRAMMES IN HENLEY BUSINESS SCHOOL

INTRODUCTION

1. An internal review of pre-experience postgraduate programmes (PEPG) in the Henley Business School (HBS) was held on 21 and 22 May 2018. The members of the Panel were:
 - a. Dr Steve Musson, Chair (SAGES, UoR)
 - b. Nasreen Majid (Institute of Education, UoR)
 - c. Louise Hague (Law, UoR)
 - d. Diana Lilley (student member, MSc Environmental Archaeology, UoR)
 - e. Vincent Traynor (Sheffield Hallam University)
 - f. Prof Pavlos Dimitratos (Adam Smith Business School, University of Glasgow)
 - g. George Randall, Secretary (Centre for Quality Support and Development, UoR)

2. The Panel met the following members of staff:
 - a. Dr Elena Beleska-Spasova (Head of Programme Area)
 - b. Dr Susan Rose (School Director of Teaching and Learning)
 - c. Dr Martin Bicknell (Director of T&L Strategic Projects)
 - d. Professor Yelena Kalyuzhnova (Director of Studies, Leadership, Organisations and Behaviour)
 - e. Dr Irute Daukseviciute (Director of Studies, Marketing and Reputation)
 - f. Dr Ann Parkinson (Senior Tutor)
 - g. Dr Kelly Sloan (Programme Director: MBA)
 - h. Professor Jean-Anne Stewart (Programme Director: MA Leadership)
 - i. Professor Moira Clark (Academic Director: Roche Programme)
 - j. Mr Andrew Bryan (Programme Director: Roche Programme)
 - k. Dr Rebecca Jones (Programme Director: MSc Coaching and Behavioural Change)
 - l. Dr Jonathan Passmore (Programme Director: Professional Certificate in Coaching)
 - m. Dr Nadeem Khan (Programme Director: MA BPL)
 - n. Dr Lynn Thurloway (Programme Director: MA in Health and Social Care Management)
 - o. Dr Adri Drotski (Director: South Africa MBA)
 - p. Professor Andrew Godley (Head of Leadership Organisation & Behaviour)
 - q. Sarah Leach (Careers Consultant)
 - r. Kathy Jarvis (Programme Area Manager)
 - s. Anthony Keeble (Senior Admissions Manager)
 - t. Trudy Shore (Examinations Manager)

- u. Suzanne Goddard (Examinations Co-ordinator)
3. The Panel met programme members who represented the following degree programmes:
 - a. Flexible Executive MBA
 - b. Executive MBA
 - c. Full-time MBA
 - d. Professional Certificate in Coaching
 - e. MSc Coaching and Behavioural Change
 4. The Panel met also with recent graduates from Executive MBA, the Full-Time MBA and the MSc in Coaching and Behavioural Change, this included those studying in the UK and South Africa. In addition the Panel met with the Roche sponsor of the MSc in Strategic Marketing Leadership.

GENERAL OBSERVATIONS

5. The Review Panel held both face-to-face meetings and a videoconference with a range of staff from across the School, including staff based at Henley Business School South Africa. The staff were fully engaged with the review process and the Panel noted the reflective nature of the Self Evaluation Documents that demonstrated that staff were aware of existing challenges and, in the majority of cases, had begun to seek out solutions. **[Good practice a]** The Panel endorsed future plans for improvements including those relating to: student and programme evaluations, use of marking grids, feedback to students, development of an induction process for new staff.
6. The Panel noted the rigorous exercises the School undertakes in maintaining its triple accredited statues with the Association to Advance Collegiate Schools of Business (AACSB), EFMD Quality Improvement System (EQUIS), and the Association of MBAs (AMBA). Working with these accreditation bodies informs the Schools activities and demonstrates an ongoing commitment to enhancement and remaining up to date with latest industry initiatives. **[Good practice b]**
7. Through the process of the review the Panel were aware of the different structures and roles that exist within the Business School in relation to the 'matrix' model that was adopted in the early 2010's. Whilst differently structured, it was clear to the Panel that roles and responsibilities were clear to members of staff and the vital functions of teaching and learning leadership roles were appropriately covered.
8. The Panel welcomed the opportunity to meet face-to-face with current students and alumni, who gave a strong very positive endorsement of the School and programmes under review. The Panel wishes to express its thanks to these students and alumni, and to all those who contributed to the written Student Submission, for their valuable input to the Review. The programme for the days of the Review was very well-organised and all contributions, whether face-to-face or online, were thoughtful and helpful.

ACADEMIC STANDARDS OF THE PROGRAMMES

Committee structures

9. The Panel was satisfied that the committee structures in place were appropriate and effective for the quality management and enhancement of the programmes. The Panel recognised that the Henley Business School operates a different model from other Schools at the University and that this was fully detailed in the quality management and enhancement document of the University. The Panel also recognised that the structures in place are better suited to the scale and operations of the Business School and also gave staff better opportunities to look at the specific needs of this cohort of students.
10. The Panel noted that a number of committees had representation from the International Partnership Network and this supported consistency across delivery points as well as providing opportunity for the valuable input of those working in a variety of locations.
11. The Panel were confident that the relevant quality management and enhancement committees had sufficient oversight and gave appropriate consideration to Annual Programme Reports, proposal for amendments/new programmes and student feedback. The Panel commended the detail of the issues discussed in the Student Staff Liaison Committees although were aware that some areas of feedback related to, for example, accommodation and catering and may be better addressed through channels of feedback outside of the SSLC. The Panel recommends that it would be desirable for greater guidance to be given to students about channels for feedback relating to issues outside of teaching, learning and assessment. **[Desirable recommendation a]**

Programme design

12. The Panel was provided with a range of evidence including module descriptions, programme specifications, student handbooks, student portfolios, external examiners' reports, annual programme reports, and samples of students' work and feedback. These, along with discussions with staff and students and the Panel's own deliberations, enabled the Panel to confirm that the academic standards of the programmes under review were appropriate, engaging and comparable with programmes in other universities.
13. The Panel was satisfied that the programme curriculums under review are overall very strong. The programme design and development have received accreditation from three international accrediting bodies, a fact that on its own nature is a strong indicator of success and excellent quality. Specifically, AACSB and EQUIS accredit all HBS academic programmes, while AMBA accredits the MBA programmes in particular. All these accreditations ensure a suitable and high-quality level of standards against national and international standards. Programmes are further internally reviewed at regular time periods (every 4-5 years) in line with the principles of the University's curriculum framework and subsequent revisions take place in a timely manner. Module conveners further provide an annual report on each module that incorporates student feedback for their modules and deliberate how the curriculum could be developed. In general, the programmes are coherent, involve suitable curriculum breadth and scope, and are in line with comparable programme offerings of other prestigious business schools.

14. Based on the review, the Panel can ascertain that programmes and modules take account of conceptual and theoretical developments in the relevant knowledge areas, and consider the views of stakeholders including the University, the Business School Strategy Board, external examiners, sponsors and students. The programmes are aligned with the University's key strategies. In particular, the Panel have noted that staff create an environment in which students have a keen sense of belonging and personal investment in both their own programme and the institution more broadly. **[Good practice c]** Nonetheless, the Panel felt that that student input could be better utilised to enhance the overall offering in a number of areas. Namely:
- a. Marketing of the programme to prospective students
 - b. Formulation of assessment processes including the introduction of marking grids and communication of marking criteria
 - c. In-class use of students' pre-existing expertise in relevant fields
 - d. Redesigning of modules or programmes to ensure the cultural diversity of the student population and the locality of deliver are reflected
 - e. Enhancing the way information from student evaluations is used

[Advisable recommendation a]

15. The Panel were able to see that staff actively seek to provide students with the opportunity to attain personal development with a specialised portfolio of timely and relevant programmes. Students study in an encouraging learning environment and a culture that examines new theories and practices. The Panel were pleased to see the use of external and industry experts across all programmes **[Good practice d]** although it was noted by students that the effectiveness and quality of these speakers could vary. Staff should therefore be aware of student feedback in relation to external speakers who may need greater guidance on presenting to post experience students (see also **Advisable recommendation a**).
16. The Panel recognised that whilst the majority of students are studying towards an MBA qualification, the programme team were always mindful of the differences between cohorts and also the wide variety of backgrounds of the student body. The Panel were pleased to see that staff are proactive in seeking to meet the needs of a diverse cohort and provide flexible options that are responsive to the changing needs of individual students. However, the Panel did note that in a number of areas the programme team had needed to request amendments to University policies in order to accommodate the needs of post-experience postgraduate students. The Panel therefore recommends to the University and the School that they should continue to work together in this way, to reconcile the needs of post-experience postgraduate students with the wider quality assurance requirements of the University. This includes a range of policy areas too numerous to specify here and the panel noted there was an ongoing need to maintain good communication and accommodation in this respect. **[Advisable recommendation to the University a]**
17. The Panel welcomed the use of the syndicate learning method **[Good practice e]** to enhance student learning, enable sharing of best practice and enabling joint student identity. However, the Panel felt that there is a need for consistency at a programme and modular level, especially in terms of the performance of syndicate groups and the extent to which they were supported through interventions.
18. The Panel were pleased to see that reviewed programmes espouse Henley's objective of being a truly international business school through adopting a three pillar action-plan: first, engaging a multinational group of faculty and staff; second, embedding an international approach as the tenet of their learning philosophy (it is noteworthy that 'international

business' is an area of excellence of the school's specialised module offerings); and, third operating through a strong network of international campuses (Finland, Denmark, Malta, Germany, South Africa). The Panel felt that modules offered through partner campuses might better reflect the cultural diversity of the local student body where possible.

Assessment and Feedback

19. The Panel was provided with examples of programme members' work including assignments, examination scripts, Management Challenges dissertations and coaching and mentoring reflective portfolios. The panel were also provided with External Examiner reports and module descriptors for all programmes. In addition to considering these documentations, the panel had an opportunity to meet with or have Skype calls with current programme members, alumni programme members, company sponsors and key members of the faculty for the suit of programmes. The Panel finds that the assessment design and range of feedback opportunities enable programme members to achieve in line with the learning outcomes of module descriptors and programme specifications.
20. The Panel was pleased to find a good level of consistency across programmes and delivery points. This is in part achieved through the use of flying faculty for delivery of the programme and the use of a common pool of markers for the same module, regardless of location. The Panel recognised this as an area of good practice. **[Good practice f]**
21. The Panel met with students and alumni from across the broad range of programmes Programme members discussed opportunities for both formative and summative practices across the course journeys. The students felt that the assessment briefs are well thought out and discussed with students. There was a discussion on providing further details of assessment criteria, e.g. providing a context of what a 'good' piece of work looks like. The Panel recommends to developed standardised marking grids across all programmes in order to provide the support needed for programme members to develop their assessment outcomes further. **[Advisable recommendation b]** This will help to mitigate existing issues around some inconsistencies in the marking and feedback of students' assignments.
22. As noted above, the use of syndicate formation is recognised by the panel as an area of good practice and the Panel heard a range of views from students around the use of the syndicate model. It was noted that students felt that this model could be further formalised with clear progression of 'soft skills' such as negotiation and team working skills, would benefit programme members when working in their syndicates. Students also expressed concerns regarding unequal participation. The panel advises that a more consistent and well signalled way of resolving issues should be implemented, through the use of student peer review **[Advisable recommendation c]** In addition to other developmental work, this would help with ensuring group cohesion, fairness in the amount of work each group member contributes and ensure individuals will receive marks reflective of their participation.
23. External Examiners, in all cases, agree that assessment processes carried out by suite of programmes on the PEPG at HBS are in line with the relevant awards. The range of marks are representative of comparable cohorts at similar institutions.
24. The dissertations for the Change and Management Research Challenge are tightly developed with careful, structured tutor support throughout the process of dissertation

development. The Panel commend the team for the range and quality of support provided to programme members for this substantive piece of work. In addition the Panel were pleased to note that there is a range of extended coursework in the department that allows students to develop their own trajectories through programmes and this is supported by high quality tutoring. The Coaching Reflective Personal Development journals clearly represent the trajectories programme members take throughout the course, the panel agreed, this is a good example of enabling reflective practice.

25. The Panel understands the ongoing reasons for the use of a legacy RISIS system to collate and disseminate assessment marks. Although it was made clear that markers have a process to check for Poor Academic Practice (PAP), this was felt to be less reliable and efficient than using Turnitin, especially in the context of the diverse and international nature of the programme member body on the programmes under review. Furthermore, the Panel noted the functionality of RISIS for the purposes of managing assessment marks was not always reliable or supported by the University. This represents a notable operational risk to the programme, as identified in the recommendations of the 2012 Periodic Review. It is now highly advisable that the School continues to work, in a timely manner, on evaluating the current electronic submission, feedback and grading system **[Advisable recommendation d]**. The Panel endorses plans to ensure that any new system enables comparable functions to that of the existing system, specifically the ability for assignments to be sent to a pool of markers. The panel is mindful of the potential resource implications of this transition and would be supportive of support being offered through the EMA project or a TLDF fund application if necessary.
26. The Panel also felt that the transition from RISIS would enable feedback to be released to students in a more coordinated manner, rather than on an individual basis by markers. This would enable a more consistent student experience and better management of student expectations. The Panel felt this has implications on following clear moderation processes and programme member expectations of assessment returns. In order to manage student expectations, it is recommended that a consistent approach to the release of marks is developed across the module tutors. **[Advisable recommendation e]**

QUALITY OF LEARNING OPPORTUNITIES OFFERED BY THE PROGRAMMES

Teaching and learning

27. The Panel commends the quality of teaching and learning across the programmes. Each programme is based on well-established pedagogic principles (for example, the syndicate-based MBA programme) and there is evidence that these are varied appropriately (for example, multiple approaches used of the Coaching programmes). Students speak highly of the teaching methods employed.
28. Members on the MBA programme appreciate the psychometric tools and team mobilisation they receive at the beginning of their small group work. They have some frustrations, however, that these team and personal development dimensions are paid less attention as

the syndicate work proceeds in time and, as a result, the syndicate work becomes too focused on producing the (technical) report or presentation and less on the learning from the dynamics of the small group. The Panel recommends that the MBA programme provides more support to syndicate groups beyond the initial stages of the programme. **[Desirable recommendation b]**

29. Students across all programmes appreciate the academic and practical expertise of their course. The panel heard that there are some frustrations with the MBA programme relating to the over-reliance on more academic sessions or tutors at the expense of more practice-based learning. The Panel recommends that the MBA programmes offer a better balance between academic content and practice-based learning experiences. **[Desirable recommendation c]**
30. As noted in paragraph 14c, the Panel recommends that programme team develop mechanisms to engage the programme members more explicitly in the intended teaching and learning approaches, for example by explaining the styles to be used, contracting for engagement and in-the-moment and post hoc reflection. Students, many of whom are highly experienced practitioners, are prepared to bring more of their own practical experiences to the classroom to enhance further their cohorts' learning.
31. The Panel noted that on the MSc Coaching & Behavioural Change students study the Professional Certificate in Coaching (PCIC) as the first module of the MSc. In the PCIC, the average group size is between 16 and 20. However, when the MSc cohort joins together, the cohort size can be up to 45 and this offers a different student experience. Given the highly experiential nature of the MSc Coaching & Behavioural Change the programme team may wish to remain mindful of the impact of larger cohort sizes between components of the programme.

Student admission, retention, progression and attainment

32. The procedures for the admission of students into the different programmes the Panel reviewed are clearly articulated and well understood. These are in line with the relevant University of Reading policies. The Panel noted the extremely diverse range of backgrounds of students on these programmes, including a high proportion of international students as well as those with non-traditional qualifications, extensive professional experience and those returning to Higher Education after a substantial period of absence. The panel was particularly impressed with the care taken in selecting students for the programme including pre-admission interviews **[Good practice f]**, although sometimes students felt more emphasis could have been placed on establishing English language proficiency amongst applicants. Admissions data supports the view that the application process is effective, with a good conversion rate across all programme areas.
33. Given the wide range of student backgrounds noted above, arrangements for student induction and transition are of particular importance. Student retention data indicates that provision is effective in this respect and this was confirmed by staff and students during our meetings with them. Induction events like the Starter workshop were valued by students and particular emphasis was placed on academic skills training, for example negotiation skills and team working, in the initial phases of the programmes. Several students reported a degree of anxiety relating to their first assignments, especially when they had not

completed such a task in several years. While these concerns appeared to be quickly allayed, it is desirable that personal tutors offer the highest level of support to students at this important time in their transition back to Higher Education **[Desirable recommendation d]**

34. Student progression and attainment reflects the wide range of student backgrounds of students on these programmes and the life changes that more mature students are more likely to experience during the course of their degrees. Notwithstanding these circumstances, progression and attainment data indicate the vast majority of students make excellent progress through their degrees. This is corroborated by external examiner reports that report generally high standards. The Panel noted some external examiners identify a group of weaker students that make less good progress and have lower levels of attainment. Student feedback suggests these students may have relatively lower levels of English language proficiency. Even so, the panel did not consider this to be a significant or systematic trend. It is worth noting that, while support for students with disabilities appeared to be in line with University policy, and the documentation supplied to the Panel did not indicate any concerns, the programme team should remain mindful of the needs of disabled students or those requiring extra support. This is of particular importance with the same programme being delivered at multiple locations.

Learning environment and student support

35. The Panel was particularly impressed with the facilities provided to students on the Greenlands campus and students similarly praised the impressive facilities. In particular students appreciated the opportunity to study in a campus setting, away from other demands in their life and this meant that they were able to fully immerse themselves in the workshop they were attending. During a tour of the facilities the Panel were shown the high quality and diverse teaching spaces with each central teaching room benefitting from a number of associated syndicate rooms in the same location. **[Good practice h]**
36. Students benefit from, and have access to, excellent and appropriate learning resources at the Academic Resource Centre and online resources at the Greenlands site. The panel commends the availability of Quiet Study rooms which facilitate productive study and are well utilised by students. The panel welcomed the use and availability of these resources outside of the normal teaching schedule to support student engagement in teaching and learning. There are number of 'breakout' rooms available onsite which are used by students to support group work which is a key feature of the learning experience for students.
37. The Panel noted feedback from both staff and students concerning both RISIS and Blackboard online platforms. Students commented that there is a lack of consistency in the way that academic staff use Blackboard and are concerned that information relating to workshop preparation can be missed. The Panel recommend that a more consistent purposing and labelling of sub-directories on Blackboard should be implemented. This will enable student to find information more quickly. **[Desirable recommendation e]**
38. The panel noted comments received by both staff and students in relation to the role of personal tutors. Students commented that personal tutor involvement varied from tutor to tutor and seemed unclear about what the role of a personal tutor is. Staff recognised that there is variance between across staff in terms of engagement and understanding of what is required. The panel recommends that there is a consistent approach to implementation of the personal tutor system throughout the Post Experience Postgraduate programmes, not only for the benefit of students but for staff also. **[Advisable recommendation f]** The

Administration staff were praised by students for an excellent standard of general and pastoral support. **[Good practice i]**

Employability

39. The Panel noted that the majority of programmes in this review are aimed at students who are already working, sometimes in very senior roles. As such, the employability focus of the PEPG programmes is generally more on personal and professional development than on entering the workplace for the first time as a graduate. That said, the full time MBA programme is the largest single student cohort within the scope of this review and these students are clearly anxious to capitalise on their investment by returning to the workplace as soon as possible after graduation. It is desirable that more support is given to stimulating employer demand for these students, especially given the financial investment these students have made. **[Desirable recommendation f]**
40. The Panel's assessment of employability is largely based on information in the Self Evaluation Document, discussions with staff and students and a focused meeting with a member of the Careers Service. The Panel also spoke to an external sponsor who had a particular interest in the MA in Strategic Marketing and an alumnus who worked in a senior HR position. However, the panel noted that no external information on employment outcomes or graduate destinations was available for these programmes, which would have allowed us to triangulate the Panel's impressions as well as enable the School to use this type of data in its future planning of the service.
41. The School clearly works very closely with the Careers Service and the specific needs of students on these programmes were well understood. This includes access to 1-1 careers coaching as well as psychometric tests, highly regarded. The provision of professional development training was particularly valued by students on the Full Time MBA, although fewer students on other programmes had taken advantage of these opportunities, largely because they already had established careers. Opportunities for reflection and personal development are implicit in the pedagogic approaches of many of these degree programmes, especially the action learning sets in the MA Strategic Marketing and the syndicate working approach of the MBAs. Students in the South Africa IPN particularly valued the international nature of this programme and the preparation for the global workplace that it offered. The Panel commends the School in its tailored approach to careers provisions. **[Good practice j]**
42. The Panel also noted that, while there was currently very strong engagement from an industrial partner in the MA Strategic Management, this was a dynamic relationship that could not be taken for granted in the long-term.
43. The Panel recognises for the careers panel to be able to engage with a large number of students at both undergraduate and postgraduate level provides challenging when tailoring careers events to individual courses. However, the students expressed they would like to better utilise the alumni community such as the model in South Africa where alumni act as mentors. Furthermore, the planning and delivery of such events needs to be organised more in advance particularly to allow flexible executive MBA programme members sufficient time to fit the events into professional diaries.

ENHANCEMENT OF QUALITY AND ACADEMIC PROVISION

44. The Panel received a small sample of academic peer observation documents and noted that these reports were in line with University policy, although they only related to a minor proportion of taught modules on the programmes under review. The Panel therefore recommends that the School ensure that peer review policy is being consistently implemented and that a process for the systematic dissemination of good practice be established. **[Advisable recommendation g]**
45. The Panel recognised the high quality of teaching staff employed and that the School were engaged in the University's Facilitating Learning and Teaching Achievement and Individual Recognition (FLAIR) development channels. In addition, staff located at one of the International Partnership Network locations were also able to access Henley programmes and study towards an MBA themselves. However, it was unclear to the Panel how different types of academic staff, such as associated faculty, could access University training including those associated with Higher Education Academy Fellowship and the Teaching and Learning Programme. Therefore the Panel advises that it would be desirable for the School to establish different categories of staff and confirm which type of University training they should have access to in order to enhance their teaching and learning practice. **[Desirable recommendation g]**
46. It was clear to the Panel that all the students they met students felt a high degree of emotional (as well as financial) investment in their programme and were keenly interested in the reputation of the HBS MBA and ongoing strategies to secure this in the long term. The Panel congratulated the School for creating an inclusive and collegiate atmosphere that enables students' to have a strong sense of belonging **[Good Practice k]** Programme members actively feel they would like to participate in the development of more effective marketing of the Henley's brand to ensure into the future their MBA remains impactful. At present programme members consistently voiced the Henley's brand was well recognised amongst an older demographic but less so amongst millennials.

MAIN CHARACTERISTICS OF THE PROGRAMMES UNDER REVIEW

47. As highlighted throughout this report, staff are highly responsive to the needs of the diverse student body. A pragmatic approach is taken to support the distinct needs of this cohort of students and this is greatly appreciated by the student body. The Panel recognise the recognition of diversity and alignment of appropriate support as an area of good practice. **[Good practice i]** In addition, the panel found that efforts are made to ensure the local delivery point of the programme is taken into account through the use of case studies, added value events and local speakers.
48. The Panel were impressed that despite multiple delivery points and more than one cohort a year at a variety of different locations, the programme team had achieved an appropriate level of consistency. In order to maintain this high standard, the School are encouraged to continue to invest in the existing close links within the International Partnership Network.

49. It was clear that programmes are designed and continually updated in the context of the requirements of the various regulatory bodies and in line with best practice for programme redevelopment.

CONCLUSIONS ON INNOVATION AND GOOD PRACTICE

50. The Panel identified the following as representing particularly good practice:
- a. Staff were fully engaged with the review process and the Panel noted the reflective nature of the Self Evaluation Documents that demonstrated that staff were aware of existing challenges and, in the majority of cases, had begun to seek out solutions.
 - b. Working with the three accreditation bodies informs the Schools activities and demonstrates an ongoing commitment to enhancement and remaining up to date with latest industry initiatives.
 - c. Staff create an environment in which students have a keen sense of belonging and personal investment in both their own programme and the institution more broadly.
 - d. The use of external and industry experts across all programmes.
 - e. The use of the syndicate learning method to enhance student learning, enable sharing of best practice and enabling joint student identity.
 - f. The use of flying faculty for delivery of the programme and the use of a common pool of markers for the same module, regardless of location.
 - g. The care taken in selecting students for the programme including pre-admission interviews.
 - h. The high quality and diverse teaching spaces with each central teaching room benefitting from a number of associated syndicate rooms in the same location.
 - i. The excellent standard of general and pastoral support provided by administration staff.
 - j. The tailored approach to careers provisions.
 - k. The creation of an inclusive and collegiate atmosphere that enables students' to have a strong sense of belonging.

51. The Panel has concluded that the quality and standards of the programmes reviewed are appropriate.

CONCLUSIONS ON NEW DEGREE PROGRAMME PROPOSALS

52. The Panel received no submissions with regards to new programme proposals.

RECOMMENDATIONS

53. The Panel **recommends** to the University Programmes Board that the following degree programmes taught by the Post-Experience Postgraduate Programme Area are re-

approved to run for a further six years or, in the case of joint programmes, until the Periodic Review of the other discipline:

- Full Time MBA
- Executive MBA
- Flexible Executive MBA
- MA Leadership
- MSc Strategic Marketing Leadership
- MSc Coaching and Behavioural Change
- Professional Certificate in Coaching

54. The report will categorise any issues as follows, in order of priority:

- Those areas where the Review Team believes it is **necessary** for action to be taken urgently to safeguard the standard of provision;
- Those areas where it is **desirable** that the issues be addressed as soon as possible;
- Those areas where it is **desirable** that the issue be addressed over a longer time span.

55. The Panel does not consider that any recommendations must be addressed as a condition of re-approval.

56. The Panel makes the following recommendations to the **School**:

Necessary recommendations to the School

There are no necessary recommendations.

Advisable recommendations to the School

- a) Student input could be better utilised to enhance the overall offering in a number of areas. Namely:
 - a. Marketing of the programme to prospective students
 - b. Formulation of assessment processes including the introduction of marking grids and communication of marking criteria
 - c. In-class use of students' pre-existing expertise in relevant fields
 - d. Redesigning of modules or programmes to ensure the cultural diversity of the student population and the locality of deliver are reflected
 - e. Enhancing the way information from student evaluations is used
- b) Development of standardised marking grids across all programmes in order to provide the support needed for programme members to develop their assessment outcomes further.
- c) That a more consistent and well signalled way of resolving group working issues should be implemented, through the use of student peer review.
- d) That the School continues to work, in a timely manner, on evaluating the current electronic submission, feedback and grading system.
- e) That a consistent approach to the release of marks is developed across the module tutors.
- f) That there is a consistent approach to implementation of the personal tutor system throughout the Post Experience Postgraduate programmes.

- g) Ensure that peer review policy is being consistently implemented and that a process for the systematic dissemination of good practice be established.

Desirable recommendations to the School

- a) Greater guidance to be given to students about channels for feedback relating to issues outside of teaching, learning and assessment.
- b) That the MBA programme provides more support to syndicate groups beyond the initial stages of the programme.
- c) That the MBA programmes offer a better balance between academic content and practice-based learning experiences.
- d) That personal tutors offer the highest level of support to students during their transition back to Higher Education.
- e) That a more consistent purposing and labelling of sub-directories on Blackboard be implemented.
- f) That more support is given to stimulating employer demand for these students.
- g) Establish different categories of teaching staff and confirm which type of University training they should have access to in order to enhance their teaching and learning practice.

57. The Panel makes the following recommendations to the School and the University:

Advisable recommendations to the School and the University

- a) To continue to work together to reconcile the needs of post-experience postgraduate students with the wider quality assurance requirements of the University.

58. The Panel does not have a recommendation to the University Programmes Board as to whether any proposal(s) for new degree programmes should be approved, as this is not applicable.